Abrams, Judith Z. *Judaism and Disability: Portrayals in Ancient Texts from the Tanach through the Bavli.* Washington, DC: Gallaudet University Press, 1998, 248 pages, $49.95 hardcover.

Reviewed by Martha L. Edwards, Truman State University, Kirksville, MO.

Judaism and Disability, a beautifully produced volume, is a detailed and careful study of the portrayal of people with a variety of disabilities in Jewish texts, from the earliest writings to about A.D. 500. Abrams discusses bodily, cognitive, hearing, and psychological disabilities, as well as disease and cosmetic characteristics that could render a person ritually impure. The sacred writings and commentaries that she discusses span more than a millennium. The first chapter, an introduction to the book, lays out a chronology of early Jewish history and summarizes the texts. The remaining six chapters take on topics such as "Priestly Perfection;" disability as symbol; the categorization of disabilities; and, in the final chapter, a survey of later Jewish writings. Abrams is obviously learned, and she is intimately familiar with this vast array of primary source material. She has tried to make the material accessible to her readers through modern analogies at the beginning and end of each chapter (for example, comparing the ideals of priestly perfection with the United States Marines in Chapter Two); through initial translations of the copious Hebrew terms and a glossary; and through charts and diagrams. Still, readers unfamiliar with the intricacies of ancient Hebrew thought and scholarship will find themselves bogged down, if not lost. One does not learn much about the daily realities of people with disabilities in the ancient Jewish world, but rather about their categorizations within the structure of the ancient texts. This focus is reflected in the unfortunate lack of references in this text to current scholarship in Disability Studies. Erving Goffman's *Stigma* (1986, Simon & Schuster) provides the theoretical framework for disability; indeed, in the six-page bibliography, this is the only representation of Disability Studies (though she cites a few works that discuss people with disabilities, such as a 1992 work on blind Israelis). The profusion in the 1990s of scholarship in Disability Studies could have strengthened this highly technical work and, perhaps, brought it down to earth.

Berube, Michael. *Life As We Know It: A Father, A Family, and an Exceptional Child.* New York, NY: Random House, Inc., 1996, 284 pages, $13.00 softcover.

Reviewed by Rosalyn Benjamin Darling, Department of Sociology, Indiana University of Pennsylvania.

This New York Times "Notable Book of the Year" has been well reviewed by a number of leading publications. Berube has written an autobiographical account of his experiences as the father of four-year-old Jamie, who has Down syndrome. Like a number of other books in this tradition, *Life As We Know It* helps the reader to understand the parenting experience when a child has a disability. Unlike many of its predecessors, however, Berube's book is a curious combination of autobiography, philosophical musing, and political polemic. Interspersed with narratives about Jamie's life and his father's reactions to it are lengthy discourses on such topics as postmodern philosophy, the meaning of language, and the nature of altruism, along with repeated attacks on the conservative political agenda. Although the author's political and philosophical views tend to mirror my own, I found these extended discussions to be distracting. I think I would have liked the book better if it had said more about Jamie and less about his father's positions on various current concerns.

Certainly, Berube connected all of his discussions to Jamie in one way or another - and readers will no doubt be interested in the author's views on abortion and other issues, given his status as the parent of a child with a disability. Yet, the balance seems wrong. So many pages are devoted to Berube's musings that Jamie, the child, often seems to get lost in intellectual digressions. This loss is unfortunate because the author's point is that Jamie is, first and foremost, a child like any other, who deserves love, attention, and inclusive social policies and programs.

When Berube does devote a section of the book to Jamie's life story, he does it very competently. He recounts especially well the early days in the Neonatal Intensive Care Unit

and at home, when Jamie seemed more like a medical object than a baby. His discussions of his feelings during physical therapy sessions and visits to his son's day-care program are also valuable contributions to the literature. In addition, the book provides a good sense of the chaotic and hectic lifestyle experienced by most families of children with disabilities during the early years. Although some early literature suggested that such experiences are likely to result in family discord, Berube's book confirms again that raising a child with a disability can promote, instead, even greater love and cohesion in families that are strong. Thus, similar to earlier books in this genre (e.g., Betty Pieper's *Sticks and Stones* [1976, Human Policy Press]; Helen Featherstone's *A Difference in the Family* [1980, Basic Books]), *Life As We Know It* offers important insights into the family experience. Moreover, the book is a notable contribution to the growing literature by fathers (e.g., Meyer's *Uncommon Fathers* [1995, Woodbine House]).

Along with his narration of his own family's experiences, Berube provides short excerpts from the work of others, notably Emily Perl Kingsley and Jason Kingsley, and Mitchell Levitz. He also cites some other important literature in the field. Although not a major oversight, his statement that autobiographical accounts by people with Down syndrome did not begin to appear until the 1990s overlooks the publication, in 1967, of the autobiography of Nigel Hunt (*The World of Nigel Hunt: The Diary of a Mongoloid Youth*, Garrett Publications). Some other omissions, as well, suggest the recency of Berube's immersion in the world of disability.

Almost all books by parents of children with disabilities present a middle-class (and white) perspective on the experience, and Berube's is no exception. Unlike some other authors, though, he is aware of his perspective and often reminds the reader that his family's options were expanded by his and his wife's relatively privileged positions as university professors and by their residence in a university community. I have no objection to another good book on the middle-class experience; I am still waiting, though, for a book that provides an in-depth understanding of the lives of the majority of families of children with disabilities - those of lower- and working-class status.

Life As We Know It will join a list of autobiographical accounts on the syllabus of the course I teach in Disability and Society. Although I wish that it were more an autobiography and less a treatise on postmodern philosophy, I think it is probably still the best current statement about the parenting experience during the infant, toddler, and preschool years. As such, the book would be useful in a variety of courses on disability, the family, education, or child development. I hope that Berube will write another one when Jamie is older to help us understand more about the family experience during the school years, adolescence, and adulthood.

Cassuto, Leonard. The Inhuman Race: The Racial Grotesque in American Literature and Culture. New York, NY: Columbia University Press, 1997, 311 pages, $18.50 softcover.

Reviewed by Christine A. Loveland, Professor of Anthropology, Shippensburg (PA) University.

Leonard Cassuto has selected a complex, intriguing, and exasperating topic: racism or, more specifically, the objectification of one group of people by another, the process by which this group is labeled as not-human or, to use his preferred term, grotesque. He is most concerned with American culture, with slavery, and with the categorization, by Americans of European descent, of Africans and their descendants. However, he argues that other marginalized groups of people, among them "disabled or disfigured people," also have been labeled grotesque: "There is a long history of displaying them in freak shows, which are specially designated liminal spaces that construct their human exhibits as different - even as they implicitly acknowledge the element of sameness ('There but for the grace of God go I') that draws onlookers to the spectacle" (p. 8).

The grotesque both fascinates and repels; it threatens the social order but, paradoxically, can strengthen it when (or if) it is appropriately labeled and contained. What does it mean to be white without non-whites? A true believer without non-believers? Able-bodied without people with disabilities?

Cassuto argues that the process of objectification always remains incomplete and

unfinished because people ultimately cannot turn other humans into non-humans. He uses the work of anthropologists such as Claude Levi-Strauss, Mary Douglas, and Clifford Geertz in his analysis of the Puritans and their objectification of the Indians (a term he uses deliberately). He views this initial objectification as a "landmark cultural event that began a long tradition of similar activity" (p. 70). This long tradition included fugitive captivity narratives, slave narratives, and the Sambo stereotype in plantation fiction. Although he does not go on to do so, it would not be difficult to apply his ideas to the images and stereotypes of people with disabilities in all types of media.

Although there is only one explicit reference to disability in this book, the discussion and analysis can enhance the reader's understanding of any group that has been labeled and stigmatized. This is not a book for the casual reader. However, I would recommend it to anyone who is interested in the myriad ways in which people rationalize and justify the mistreatment of their fellow human beings.

Cherin, David Alex, and Huba, G.J., eds. *AIDS Capitation*. Binghamton, NY: The Haworth Press, Inc., 1998, 127 pages, $34.95 hardcover, $19.95 text (5+ copies).

Reviewed by J. Gary Linn, Tennessee State University, School of Nursing, Nashville, TN.

Even in this era of effective multiple drug therapies, AIDS is the leading cause of death among men aged 25 to 44 years and the fourth leading cause of death among women aged 25 to 44 years. The end phase of HIV/AIDS has a lingering and unpredictable course that makes treatment and provision of services susceptible to the high cost of chronic terminal care. The cost of treating an AIDS patient increases rapidly in the last weeks of life. These cost differentials are attributable to the greater use of medical resources and support services, and the greater number of hospital days for patients who are near death.

As the number of people seeking terminal HIV care in the U.S. has grown, there has been a greater necessity for demonstrated and tested economically efficient HIV care service models that can address a comprehensive set of patient needs. To fill this gap, the authors offer the Transprofessional Model of end-stage care of HIV-AIDS. This is a home-based case management and direct service model that blends curative and palliative modalities in the care of terminal AIDS patients. The Transprofessional Model was developed and assessed by the Visiting Nurse Foundation of Los Angeles with support from the Health Resources and Services Administration. Its core characteristics are: (1) a nurse and social work team provide case management, (2) the team is skilled in both curative and hospice services, (3) the case management team is present in the patient's care from home health referral through dying in the hospice, (4) the team oversees delivery and coordination of services, and (5) the team holds weekly case conferences with physicians.

Cherin and Huba argue that the Transprofessional Model offers HIV patients substantial cost reductions and better quality of life in end-stage care within the context of managed care. Nevertheless, the only solid data the authors present show that their model (1) has greater social work involvement than more traditional models, and (2) is significantly cheaper to use. No systematic evidence is provided in support of their claim that the Transprofessional Model provides a higher quality care than more traditional approaches to terminal AIDS care. Until this can be demonstrated with measures of patient satisfaction, morbidity, and mortality, health care policy makers, administrators, and clinicians should be cautious about adopting this model.

Chriss, James J., ed. *Counseling and the Therapeutic State*. New York, NY: Aldine De Gruyter, 1999, 217 pages, $49.95 hardcover, $24.95 softcover.

Reviewed by John D. Stoeckle, Massachusetts General Hospital, Boston, MA.

This multi-authored collection of essays by nine sociologists is about psychological help, on counseling practices that have become so pervasive that society is becoming a "therapeutic state." Yet, professional psychological help has not always had such importance. Care was first family and folk, the professional system coming only late, and, in that professional system, clinical psychology coming still later, after the health professions, medicine, pharma-

cy, nursing, psychiatry, and social work. Late or not, the book's thesis is that counseling and psychotherapy have expanded far beyond the domain of clinical encounter and the milieu of treatment institutions into corporate organization and the welfare state. Yet, the book's agenda is not a polemic, as was Ivan Illich's *Medical Nemesis* (1977, Bantam Books), but, as the editor notes, an examination of how present day counseling and psychotherapeutic practices are organized and how they operate.

Part 1 addresses four themes: (1) theoretical conceptions of the state as covenant and as contract at the center of psychological care, (2) social action outside government dealing with governance, (3) the expanded uses of counseling, and (4) Goffman's influence on deinstitutionalizing people who are mentally ill.

Part 2 concerns counseling as therapy in institutional settings reviewing (1) counseling in schools, (2) recovered memory as a social problem, (3) the concept of the healthy person, (4) interactions for counseling, and ending with (5) the family under siege.

The essays are a useful perspective on the scope of psychological help in society, especially relevant as care in society is being commercialized and commodified, and as so much disablement in society requires psychological help.

Falvo, Donna R. *Medical and Psychosocial Aspects of Chronic Illness and Disability* (2nd ed.). Gaithersburg, MD: Aspen Publishers, Inc., 1999, 486 pages, $52.00 hardcover.

Reviewed by Hanoch Livneh, Rehabilitation Counseling Program, Portland State University, Portland, OR.

The second edition of *Medical and Psychosocial Aspects of Chronic Illness and Disability* provides the reader with updated information and references on a wide range of (a) body structures and functions, (b) disorders and disabilities, and (c) related diagnostic procedures and therapeutic modalities. It also provides an overview of psychological, social, vocational, and lifestyle issues. The author states that "the purpose of the book is to provide information about medical conditions that will help these (rehabilitation) professionals assist individuals with chronic illness and disability to achieve their maximum level of function and independence" (p. xix).

To accomplish this purpose, the author organized the book into 17 chapters, 14 of which provide the reader with succinct information on various physical, sensory, mental/psychiatric, and behavioral (i.e., substance abuse) disorders. The remaining three chapters, including two brief chapters on "adaptive devices" and "managed care and disability" (these two new chapters were added to the second edition) and an introductory chapter on "psychosocial and functional aspects of chronic illness and disability," serve to set the tone of the book and afford readers with a more pragmatic perspective on working in the rehabilitation field. The book concludes with five appendices that include glossaries of medical terms, medications, and diagnostic procedures, as well as a unique appendix of 14 case studies.

The strengths of this book lie in its organizational clarity, practical approach, comprehensive, yet focused, discussion of the major medical disorders, their treatment, and the psychosocial and vocational implications encountered by rehabilitation professionals. The glossaries included in the appendices provide the reader with valuable and updated information on over 700 useful medical terms, 39 common medications, and over 100 diagnostic procedures. The book is pragmatic, highly readable, and extensively referenced.

The book's minor drawbacks dwarf in comparison to its strengths, but should be briefly mentioned. They include somewhat elementary information in the first chapter ("psychosocial and functional aspects"), especially for graduate level trainees; only a sketchy discussion of adaptive devices and managed care (the two new chapters) that span a total of 6 and 4.5 pages, respectively; and a rather brief coverage of three of the most commonly encountered disorders in rehabilitation settings (spinal cord injury, traumatic brain injury, and epilepsy; 4-6 pages each), particularly when compared to less commonly seen disorders, such as skin and gastrointestinal disorders (each covered in 20 pages).

In sum, however, despite these minor concerns, this book is a timely and useful tool for rehabilitation practitioners. It offers a valuable resource on chronic illnesses and disabilities for non-medical rehabilitation personnel and is extremely well-suited as a textbook for

graduate level training in fields such as rehabilitation counseling, rehabilitation psychology, and medical social work.

Fries, Kenny, ed. *Staring Back: The Disability Experience from the Inside Out*. New York, NY: Penguin Putnam Inc., 1997, 428 pages, $15.95 softcover.

Reviewed by Jack Campbell, Origins Society, Tucson, AZ.

Picture yourself rolling, caning, or blinking your way out of your favorite gallery having just had one of those experiences that frees you up, and the world looks, feels, tastes a little crisper, a little better than when you came in from the storm. That experience that allows you to "Be Here Now" even for a little while. *Staring Back* is a portable gallery that can transport you to some nice places if you let it. Kenny Fries (editor-contributor) has gathered some gems. I thought about just listing the thirty plus writers' works from which Kenny chose (short review!) and letting the names speak for themselves. I can tell you that you should go buy this book and keep it by the bed table. You will want to savor some parts and skip others, depending on your individual tastes or preferences. I will tell you about several of my favorites and let you know that there are many more great pieces and something for everyone.

The book is divided into four sections by genre: Nonfiction, Poetry, Fiction, and Theater. An ordinary sort of classification. The traditional ends there, however. My favorite division is the fiction. Top among this section is the one that Fries chose to lead-off, "Wolf," p. 181, by Marcia Clay, a very existential account of what we all hope to be a romantic and mystical experience, "the first time." De Jong's zipless longing looks gaudy and cheap next to "Wolf." Mike Ervin can gaudy and cheap with the best of them and does so in "Coitus Interruptus," p. 239. In case you are not familiar with other writings by Mike, find a copy of or go see "The Plucky and Spunky Show."

A piece by another ADAPTer, Jean Stewart, "The Interview," p. 288, reminds us all to look at our failed attempts and not to let ourselves be defined by others, till the next time, anyway. It is also an admonition that, even when you do everything right, you can still get dumped on. The story by the late Stanley Elkins, "Her Sense of Timing," p. 222, had me heading to the library to find more of his work.

In poetry my top place went to Lynn Manning for "The Magic Wand," p. 165, and "Unsolicited Looking Glass," p. 165; his staccato tempo and dark style remind me of another favorite, Sherman Alexis. Nancy Scott catches moments and holds them for us to feel in "He Watches the Sky," p. 176, and "Hearing the Sunrise," p. 177.

The nonfiction title went to Mark O'Brien for his account of a Steven Hawking interview. It tells of reaching out to a hero and realizing that all that glitters may not be gold, just human in "The Unification of Steven Hawking," p. 74. Another great work is an excerpt from Nancy Mairs' "Carnal Acts," which again sent me to the library to find more by this fellow Tusconian. In her opening she describes trying to address the request of "We would be pleased if you could talk on how you cope with your M.S. disability, and also how you discovered your voice as a writer." Ms. Mairs' response to this request is forthright and, at times, brutally honest, but not unkind. She bridges the gaps for others to cross, but not for the faint of heart.

Theater is the final section. Doris Baizley and Victoria Ann-Lewis' selected scenes from "P.H.*reaks: The Hidden History of People with Disabilities" is my favorite. Good feelings are captured and conveyed warmly in the images recreated in "P.H.*reaks," story of the 1978 ascension. Thanks for sharing the memories!

Who should buy this book? Friends and lovers and lovers of friends who have disabilities. It's a good read alone or aloud. I'll use in my next disability lit class. My only problem with it is the system of classification imposed by the Library of Congress, "Cultural Studies/Health." This is just good lit and a good read! Final Analysis: 3.6 stars. *Staring Back*, don't go home without it!

Horwitz, Allan V., and Scheid, Teresa L., eds. *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. New York, NY: Cambridge University Press, 1999, 694 pages, $79.95 hardcover, $29.95 softcover.

Reviewed by Barbara Granger, Matrix Research Institute, Philadelphia, PA.

Both authors are American sociology professors who have targeted this handbook for advanced undergraduate and masters level sociology students. The authors have engaged an impressive set of researchers to share their expertise in providing us with a comprehensive overview of the sociology of mental health in America. This handbook is an excellent tool for teaching about conceptual and theoretical frameworks and concomitant measurement issues. The sophisticated language and concepts assume high expectations for the students and provide an excellent resource for any course that teaches either a theoretical or applied research approach to mental health. However, almost all of the contributions focus on a more quantitative approach to research, minimizing the body of knowledge that is available from qualitative research and participant action research, which more fully engages people with psychiatric disabilities in the research process.

Teachers who plan to use this handbook will need to be alert to differences in level of expertise expressed throughout the book. Experienced researchers will find many of the chapters quite engaging, reviewing the area of theory or history with a broad and comprehensive brush, while other chapters may be less so. However, some chapters may require a good deal of classroom support in reviewing the concepts and methods as presented. One inconvenience of the handbook for this reader is the consolidation of all bibliographic material at the end of the book, making it somewhat cumbersome to look at support materials as you read and study the chapters.

While the contributors to the handbook, as a whole, have explored the theoretical issues of medicalization of disability and the theories and context of labeling, there appear to be few contributions that detail the socio-political and socio-economic aspects of the status of being a person with a psychiatric disability. Overall, there seems to be a lack of awareness of the role of disability as a status indicator similar to racial, ethnic, socio-economic class, or gender status. This is further reflected in a lack of reference to, for example, a very important policy - the Americans with Disabilities Act - by almost all of the authors (mentioned twice in 600+ pages).

While theories of stress concerning unemployment are discussed, overall, the contributors avoid any theories related to a critical analysis of a society that has been in the throes of shifting the roles from an institutionalized patient to a person with a psychiatric disability who lives and works in the community. Most of the theoretical contributions reflect a focus on the larger issue of mental health in society, such that theoretical and practice issues concerning people who live with more severe mental illness seem to be accorded minimal discussion despite the policy issues (the ADA and managed care) currently under debate. And, finally, only one of the thirty-one chapters is written by a researcher and advocate about the role of people with psychiatric disabilities in mental health policy and practice.

Jacobson, Denise Sherer. *The Question of David: A Disabled Mother's Journey through Adoption, Family, and Life.* Berkeley, CA: Creative Arts Book Company (833 Bancroft Way, Berkeley, CA 94710), 1999, 229 pages, $24.50 hardcover, $14.95 softcover.

Reviewed by Judy Panko Reis, M.A., M.S., Director, Health Resources Center for Women with Disabilities at the Rehabilitation Institute of Chicago.

Denise Sherer Jacobson is a writer who lives with speech and physical disabilities due to cerebral palsy. She is married to a bank vice president with similar disabilities. In her astute memoir, she recounts the wheelchair-using couple's deeply private, though often public, quest to become parents through adoption.

Jacobson's candor hooks us into a suspenseful maze of her hopes and insecurities as she and her husband navigate the disabling barriers that emerge after the couple learns that they have an opportunity to adopt a six-week old infant boy.

The prospect of growing a family of her own stirs Jacobson to reflect on her roots, growing up as a timid girl with a disability, forced to live in a world myopic of her disabilities. Throughout the book we see her grow into a self-determined disabled woman who reaches for and embraces all the riches life has to offer, including motherhood. We share her humiliations and conquests through lucid anecdotes that show how she gains a sense of entitlement by learning to defy a lifetime of stigmatizing messages.

Driven to dispel common misconceptions of disability regarding issues of sexuality and family life, Jacobson leaves little to the imagination. We are privy to her preferences and ecstasies in a vivid depiction of the couple's lovemaking.

Yet it is in portraying her role as a mother that Jacobson's wit and insight deliver an inescapable truth for parents with disabilities. Though initially finding herself intimidated by dismissive physicians, overbearing personal caregivers, autocratic children's service providers, and derisive in-laws, she discovers that success as a mother with a disability has as much to do with changing social attitudes as it does with changing diapers.

This book is unique in its ability to not only expose the toll exacted by a healthcare system and society that still pathologize the activity of parenting with a disability, but also to signal a way out of this pathological view. I find it an effective tool for instructing providers such as medical students, genetic counselors, and pediatric social workers. What is more is that this loving and upbeat story promises to become a classic among teen girls growing up with disabilities.

Kalb, Rosalind C., ed. *Multiple Sclerosis: A Guide for Families*. New York, NY: Demos Vermande, 1998, 217 pages, $24.95 softcover.

Reviewed by Christine A. Loveland, Sociology-Anthropology Department, Shippensburg University, Shippensburg, PA.

Rosalind Kalb is a clinical psychologist who, for many years, has worked with people with MS and their families. She was the editor of a similar book, *Multiple Sclerosis and the Family* (1992, Demos Medical Publishing, Inc.). Like her earlier work, this book is clearly written, well organized, and potentially very helpful to families coping with the effects of MS.

The first section of the book discusses the reasons for the great impact of MS on all family members, not just on the person with MS. Multiple sclerosis is described as chronic, unpredictable, and expensive in terms of emotions, energy, and time (pp. 2-3). Many people find it difficult to access needed support systems, a necessity when dealing with a chronic illness. This book goes a long way in addressing specific and general concerns of families in which one member has MS and in offering suggestions on how to access support systems.

Individual chapters focus on specific problems, some of which are often overlooked or ignored in health-care settings. For example, there is an excellent chapter on sexuality and intimacy, topics that many doctors do not address. Another chapter discusses the impact of MS on the caregiver(s) and the possibility of emotional and/or physical abuse within families. Topics covered in other chapters include parenting, the financial impact of MS, emotional and cognitive effects and concerns, reproduction, the relationship of adults with MS and their parents, life planning, and general health and well-being. The latter chapter is one of my favorites because it emphasizes that "general wellness relies on more than well-functioning myelin" (p. 152). This holistic approach is one of the real strengths of this book. Clearly, MS has an impact on all areas of life, but it is not all there is to life.

Both this last chapter and Appendixes A and B offer many helpful suggestions for further reading and resources. This book would be a valuable resource for anyone affected by MS, but I also would recommend it for anyone who is dealing with a chronic illness or disability. Well written, concise, yet comprehensive, it can be read by doctors, patients, and family members, all of whom would benefit from it.

Kirk, Stuart A., ed. *Social Work Research Methods: Building Knowledge for Practice*. Washington, DC: NASW Press, 1999, 526 pages, $41.95 softcover.

Reviewed by Rosalind Kopfstein, DSW, Consultant, Foxboro, MA.

Research courses are disliked by many social work students, but all are required to take these courses in order to earn a BSW or MSW degree. Students complain that they are simply occasional consumers of research and do not understand why they need to know so much about research processes, such as gathering data and analyzing it.

Social Work Research Methods offers constructive assistance to students and practitioners in understanding the value of research and then continuing on to develop their own research ventures. The text is an edited volume of 30 chapters of recent journal publications.

This book consists of four major sections. Part One (Introduction) explains the importance of journal publications, including information about literature reviews. Part Two (Structures of Inquiry) explores the use of experiments, surveys, and qualitative methods used in social work research. Part Three (Gathering Data) describes the what, from whom, and the how of collection research methods. Part Four (Analyzing Information) uses the articles in the book to illustrate research techniques and reassures us not to be afraid of statistical analysis. In the overview to each of the chapters, a review of theoretical concepts is provided, along with a description of how to use the chapter. Kirk has put together a readable, nonthreatening way to absorb research in practice - an impressive accomplishment.

A number of chapters deal directly with HIV and AIDS issues, cancer support groups, developmental disabilities, chronic illness and caregiver support groups, and National Health Policy. Thus, this textbook would be a valuable addition in courses that focus on work with individuals with disabilities and health issues. Social Work Research Methods is promoted by NASW as a supplemental text, since it does not cover the theoretical methods required in conducting and evaluating practice. With a new interest in practitioner-generated research, as opposed to academic-based research, Kirk offers a foundation for practitioners to learn about developing journal articles (e.g., "Families in Society").

Students and practitioners will greatly benefit from this book. Readers of Social Work Research Methods can develop into critical consumers of research, and then begin the path to developing their own research activities.

Morris, Jenny, ed. *Encounters with Strangers: Feminism and Disability*. London, England: The Women's Press (Distributed by Trafalgar Square, North Pomfret, VT 05053), 1996, 240 pages, $17.95 softcover.

Reviewed by Adele Gorelick, Washington, DC.

"Our insight and analysis of oppression and injustice experienced by disabled women is informed and motivated by both feminism and disability rights," writes Jenny Morris in her introduction to *Encounters with Strangers* (p. 15). However, the ten articles that comprise the ten chapters of this book are far more than a summary of where we are with respect to those two perspectives. Every chapter does so much to provide new insights and to explore issues that, upon closing this book, the reader will have an advanced understanding, previously limited to only a few thinkers in this field.

Jenny Morris, editor of *Encounters with Strangers*, is a woman with a disability, a researcher, and a writer (one of her previous books is the often-quoted *Pride Against Prejudice: Transforming Attitudes to Disability* [1993, New Society Publishers, Limited]). The contributors have equally relevant credentials.

Sally French writes effectively about the experiences in a residential school of young girls with visual disabilities. Contact lenses in the 1950s were painful, but could not be removed. ("I don't know who paid for the wretched things but if you had them you were supposed to wear them because they were expensive," reported one student [p. 25].) In order to save what sight they had, "children were compelled to work at arms' length wearing harnesses to prevent them from leaning forward" (p. 24).

By the time you have read this chapter, with its description of matrons sending the back half of the bathroom queue away because "they were tired of seeing us jiggling around...and it was time we grew up and thought about something else for a change" (p. 31), you can taste the abuse. Ayesha Vernon, in the next chapter, provides the further flavor of the ethnic minority experience: "Discrimination and oppression in its many guises will not have a free reign in our lives" (p. 68).

Lois Keith next describes the public's responses to women with disabilities and the effect on sense of self ("powerless, passive and unattractive" [p. 70]). She quotes Robert Murphy, author of *The Body Silent* (1990, W.W. Norton & Company, Incorporated), who first wrote about "encounters with strangers": "Even if the able bodied person is making a conscious attempt to pay deference to the disabled party, he must struggle against the underlying ambiguity of the encounter, the lack of clear guidelines on how to behave and perhaps his own sense of revulsion" (Murphy, quoted in Morris, p. 74).

Keith explores the dynamics of dependency: "[For women] our desire to make everything easier for ourselves by always being bright and pleasant in our dealings with the world and our need to have everyone think well of us, can be destructive" (p. 85). She reminds us of Barbara Macdonald's discussion (from *Look Me in the Eye*, co-authored with Cynthia Rich [1991, Spinsters Ink]) of how old people are viewed: "If I feel shame in my lack of strength, I will have let someone else in my head for the rest of my life" (Macdonald, quoted in Morris, p. 87).

Lois Keith and Jenny Morris explore the controversy around children caring for their parents with disabilities. As you come to expect in this book, they go beyond the obvious: "The idea of children having to 'parent their parents' or 'swap roles' seems to fascinate researchers and journalists alike" (p. 93). This reluctance to "jettison the notion of 'role reversal'" is seen even when evidence fails to support it (p. 93).

The focus is on the inadequate support available for the parents, the barriers of poverty, disabling professional attitudes, inaccessible environments. We are reminded that many children are unable to "be children," to take part in after-school clubs, plays, and sports because they have to pick up and/or care for younger siblings. Often they have to be the translator for a non-English-speaking parent, and others are prevented from higher education because of family/financial responsibilities.

Margaret Kennedy gives another broadened perspective, on sexual abuse and children with disabilities. She keeps the focus on the abuser and society, not just on the disability and the child. We cannot forget the partially sighted girls of Chapter One when we learn of the high risk of sexual abuse within an institutional setting (p. 127).

Ruth Bailey addresses the many issues of prenatal testing and the growing influence of the new genetics. Treatment for either the mother or the fetus seems rarely to be the intent. Through her discussion we see what is behind pressures for abortion: "Even if the parents want to care for the disabled child, society may not [after their deaths]" (p. 147).

Bailey's view is the political. She goes so far as to say "professional interests have been served by the development of prenatal screening" (p. 150) and dares to raise issues regarding the genome project: "Each human being has a unique genome, and genetic variation is vital to our continued survival" (p. 155).

Political convenience is also shown in government reluctance to adopt measures such as the addition to bread of folic acid to reduce neural tube defects. (It should be pointed out that all examples in this book are from Great Britain, but the politics of deregulation of industry apply elsewhere as well.)

Nasa Begum explores the experience of women with disabilities with general practitioners: "Women and doctors," says Helen Roberts in *The Patient Patients: Women and Their Doctors* (1985, Pandora Press), "(even if those doctors are women) don't just have subtly different viewpoints about health, they inhabit different worlds" (Roberts, quoted in Morris, p. 169). "The most important factors...are those of believing what women say about their own health and bodies, and acknowledging their expertise" (p. 187).

Julie McNamara describes madness as a feminist and disability issue. "The equation is deeply imbedded in the cultural archetypes of the Western psyche: To be a woman in our society is to be at risk of being labelled as mad" (p. 194). "It is society that disables people" (p. 197), says McNamara. "When faced with enforced incarceration by the powers that be, paranoia is a healthy response" (p. 199).

Then, just as we have become used to, familiar with, and convinced of the social model of disability, Jenny Morris lets Liz Crow, "a disabled feminist" (p. 227), give us a new "take." "Sometimes it feels," she says, "as if this focus is so absolute that we are in danger of assuming that impairment has no part at all in determining our experiences" (p. 208). We see that the opportunity is being lost, for example, to direct attention to the alleviation of pain. "Impairment is problematic. . . . It is vital not to assume that...if all the disabling barriers were removed [people with disabilities] would no longer feel [disabled]" (p. 217).

A renewed social model of disability, a "holistic understanding of our experiences and potential for change" (p. 223), can be the basis for disability pride. "Our pride comes not from 'being disabled' or 'having an impairment' but out of our response to that" (p. 223).

Other contributors speak of this pride. Julie McNamara: "Survivor is a term which I

embrace with pride because it speaks of hope beyond despair, an existence in spite of life's traumas and, often, in spite of treatment received within the mental health services" (p. 198). Margaret Kennedy: "Many adults who have been sexually abused have rejected the medical model and 'victim' labels and opted for the positive use of the word 'survivors.' This acknowledges their strategies for coping and their strength in the face of adversity" (p. 131). And, from London's Powerhouse, a group of women with learning disabilities who established a refuge named after a Black deaf-blind woman with learning difficulties who died "because the welfare system didn't protect her as an important human being" (p. 139): "We are proud Disabled Women, who have a right to live our lives" (p. 137).

In the U.S. we would say *Encounters with Strangers* gives us a different "spin" on feminism and disability. This is an important book.

Olkin, Rhoda. *What Psychotherapists Should Know About Disability.* New York, NY: The Guilford Press, 1999, 384 pages, $35.00 hardcover.

Reviewed by Patricia Sisco, National Chair, Canadian Association of Independent Living Centres.

This is an excellent resource book written about disability issues for psychotherapists working with people with disabilities. Every topic in the book is extremely well researched. Because of the breadth of topics, this book should be valued by not only psychotherapists, but by anyone working in the field of disability, people with disabilities, parents of children who have disabilities, parents with disabilities, teachers, community developers, politicians, and researchers.

What is unique and valued is that this book is written by a woman who rightfully calls herself bi-cultural (preface); in her early years of having a disability, she lived more in the world of the able bodied or the world of the AB's, as some of us prefer to call those who do not have a disability, and later in her life, when her disability became more pronounced, she became much more a part of the world in which people with disabilities live. There are truly two worlds, as the author brilliantly points out throughout her book. The literature, mostly written by non-disabled people, is explored on every topic, and Dr. Olkin is able, because of her own experience with disability and because of her experience through her work with people with disabilities, to set the story straight and to expose the myths and fallacies that have existed for centuries. In one of her final chapters, she pleads with researchers to change from the medical model of research to the minority model so that the results of the research better reflect the true issues of people with disabilities.

The book is loosely written in layman's language with a good sense of humor. A lot of the humor is "crip humor" and is probably appreciated more by the "crips" than by the AB's, but it clearly points out that the two worlds the author describes not only have a different set of life experiences, but each has its own language.

Although Dr. Olkin stresses in her book the importance of not generalizing about the characteristics of people with disabilities, she sometimes slips into these generalizations herself. These "slips" almost strengthen the book, for they show how easy it is for all of us to jump to conclusions if we are not overly conscious. An example of this is when the author confides in us that, at one time, she only wore pants because she wanted to hide what she considered at the time to be her ugly legs (preface) and later concludes that this is why women who have disabilities wear pants (p. 173). The truth is that pants are warmer for those who have circulation problems, and, if you have poor arm and hand movement as I do, a woman can save herself from embarrassment if she cannot hold her skirt down on a windy day.

O'Neill, Jasmine Lee. *Through the Eyes of Aliens: A Book About Autistic People.* London, England: Jessica Kingsley Publishers (Distributed by Taylor & Francis, Inc., 47 Runway Rd., Suite G, Levittown, PA 19057-4700; 1-800/821-8312), 1999, 144 pages, $18.95 softcover.

Reviewed by Patrick McDonagh, Concordia University, Montreal, Quebec, Canada.

Jasmine Lee O'Neill is, according to her back-cover blurb, a "poet, writer, illustrator and musician" who is also a "mute autistic savant." This book is an interesting mix, an attempt

by O'Neill to explain her world to a larger audience, a creative expression (there is a selection of poetry at the end of the book, and the author's illustrations are sprinkled throughout), a "how-to" book for readers who are in contact with autistic people, and an exercise in consciousness-raising for people with autism. These latter two concerns resonate throughout the text.

Many of O'Neill's observations are explicitly directed at parents, educators, and physicians. As she notes, "A great deal in Autism can't be proven by the doctors or researchers - so it must be explained by the autistic people themselves" (p. 82). But while she defines autism as a "physical brain difference" (p. 17), she does not surrender autism to professional authorities. She repeatedly asserts that autism is not an illness, but a different way of being that could be a source of joy for the autistic person. She develops this perspective early, stating "I believe Autism is a wonderful occurrence of nature, not a tragic example of the mind gone wrong" (p. 14) - a point she reiterates and develops, resisting attempts by what she refers to consistently as "the big world" to mold people with autism into more apparently normal citizens. Instead, she argues, if autistic behaviours and personality traits are not harming anyone, they should be accepted as a part of the person.

Of course, she recognizes this objective will not be easy to achieve - chapters entitled The Autistic World, Relationships, Autism and Teenage Years, and Discrimination all deal directly with the challenges of getting the "big world" to acknowledge the validity of the autistic experience. Because they do, because this book is an emphatic statement of autistic rights, it is a valuable resource for anyone who has anything to do with autism.

Ory, Marcia G., and DeFriese, Gordon H., eds. *Self-Care in Later Life: Research, Program, and Policy Issues*. New York, NY: Springer Publishing Company, 1998, 267 pages, $42.95 hardcover.

Reviewed by Amy Ai, Ph.D., Medical School, University of Michigan, Ann Arbor.

Marcia Ory is Chief of Social Science Research on Aging in the Behavioral and Social Research Program of the National Institute on Aging. Gordon DeFriese is a professor in the Schools of Medicine and Public Health, University of North Carolina. Together they have edited a landmark book on a new research topic in the area of health and aging, *Self-Care in Later Life: Research, Program and Policy Issues*. The concept of self-care, as stated by Woomert, is perhaps "the oldest and most widespread form of individual health-related behavior" (p. 200). Yet, only in the past two decades has it begun to gain attention from the community of scientific researchers and professional service providers. This new trend has arisen in response to a growing public demand, particularly in relation to the increasing number and proportion of older people. As longer life is recognized to be one of the potential factors of disability among the aged population, self-care has become a considerably important protector of the quality of life in later years. According to Dean, the self-care movement in developed Western countries, along with its diverse perspectives, signals a major challenge to the present medical dominance in the health care system as to the relevant professional-patient relationships. Thus, it provokes new thinking about the role of the individual in health care matters.

Self-care was aptly defined by the World Health Organization (WHO) in 1983 as "the activities individuals, families and communities undertake with the intention of enhancing health, preventing disease, limiting illness, and restoring health" (p. xvii). In line with this definition, three major domains of self-care research are classified here: (a) health promotion and disease prevention, and related healthy lifestyle and risk avoidance behaviors; (b) medical self-care, including that for acute illness, self-medication, and symptom response; and (c) self-care for functional disability, and self-management of chronic illness. Konrad shows that the early era of studying self-care (or "lay care") emerged in parallel fashion within the fields of social gerontology and social epidemiology in the 1960s. During this pre-Medicare period, research tended to address issues regarding access to medical care.

In the second era (1970s, 1980s), both self-care as a social phenomenon and aging as a phase of the changing life span were viewed in a positive light. The research focus also moved toward the beneficial effects of health habits in regard to both the processes of aging and mortality. At the current stage (1990s), self-care research is influenced by advances in mul-

tivariate methods and more complex modes of conceptualizing aging and health. Accordingly, it has approached ways of identifying conditional and situational models that may pave the way to incorporating self-care programs into considerations of health care policy.

Other than conceptual clarification, domain specification, and description of dynamic patterns of self-care in later life, the book offers both theoretical and methodological guidance critical for further development of the field. For instance, Prohaska suggests that, in comparison with the idea of the health belief model that merely posits a present or absent health behavior based on an individual's perception of a specific illness, a transtheoretical model emphasizes self-care as a process of change. Likewise, the self-regulation model of Leventhal and colleagues compensates for some contradictions and deficits in using social learning and cognitive behavior theories to address self-care processes. Their model integrates the representation and management of threat with emotional responses and outcome appraisals of symptoms in the context of personal, interpersonal, and social factors. Such precise views may serve to foster adaptive behaviors and to encourage highly motivated changes in intervention. Further, research priorities, appropriate program designs, and outcome evaluations are discussed in great detail for the purpose of facilitating self-care activities in old age.

Special attention is also paid to unique subjects in the field, such as the use of assistive technology in self-care practice, the cultural beliefs and experiences of self-care among older African Americans, and various concepts of self-care and related policies in developed Western countries. In these respects, researchers, program designers, and policy makers in the areas of aging, health, and disability may find this book to be a very useful resource.

Potter, Jonathan. *Representing Reality: Discourse, Rhetoric and Social Construction.* Thousand Oaks, CA: Sage Publications, 1996, 261 pages, $65.00 hardcover, $22.95 softcover.

Reviewed by Cynthia Lewiecki-Wilson, Miami University.

I recommend Jonathan Potter's *Representing Reality* as a highly accessible introduction to social construction theory and the study of fact construction through discourse analysis - especially for readers who may be wary of terms such as discourse, rhetoric, and social construction. Potter provides clear definitions and situates each term within social science research and a broad range of semiotic and postmodern theory. Readers will appreciate the book's organization. Each section has an introductory overview, concluding summaries, and interesting examples in transcript form. Throughout, Potter sprinkles his work with reflexive humor and invites readers to turn the tables and analyze the book as an example of fact construction.

The first three chapters review the scholarship of the sociology of science, ethnomethodology, and structuralism and poststructuralism. Taken together, these traditions broadly define social construction as "a general feature of knowledge" (p. 13) in postmodern theory. In the last five chapters, Potter outlines the specific practices that demonstrate "the interactional and rhetorical nature of fact construction" (p. 13) through discourse analysis. Discourse analysis is the close study of interactional language practices in particular sites, using transcription conventions. (A summary of these is provided in an appendix.) Potter explains that description has both an action and an epistemological orientation; it is used for particular ends and mobilized to present descriptions as solid and literal, or as ironic, interested, or defective. Speakers manage interests in several ways: through stake claims, category entitlements, footing, neutrality, and alignment. Potter shows how empiricist discourse is created through a number of rhetorical strategies and narrative devices that construct a sense of "out-there-ness" (p. 150).

Although this book does not specifically address Disability Studies, Potter does touch on constructions of mental illness and cites a number of researchers important to the disabilities field. Moreover, Potter's main interest - discourse analysis - is an important and powerful tool for Disability Studies. Some examples of disability-related work using discourse analysis are studies of the interaction between disabled patients and their families and doctors, or analyses of how institutional language - for example in relation to IDEA - maximizes or minimizes disability for particular ends. *Representing Reality* would be a good text for graduate classes in Disability Studies because of its clarity, its brief but focused review of postmodern theory and the sociology of science, and the effective introduction it provides to discourse analysis.

Scott, Anne Hiller, ed. *New Frontiers in Psychosocial Occupational Therapy*. New York, NY: The Haworth Press, 1998, 192 pages, $29.95 hardcover, $19.95 hardcover text (5 + copies).

Reviewed by Lynn Gitlow, Ph.D., OTR/L, Assistant Research Professor, Disability Studies Center For Community Inclusion, University of Maine, Orono, ME.

Although this book, which was co-published as an edition of *Occupational Therapy in Mental Health*, Volume 1/2, is mainly for OT practitioners and students, there is a lot in this small volume that would be relevant for students and educators in Disability Studies. The chapters, which are written by a variety of authors, seem to me to be divided into four sections.

The first section (pp. 1-18) discusses the current and future health care environment. These chapters raise questions and challenges to all who are concerned with health care of people with mental illness. How can the present health care system, which now focuses on medical necessity and acute care, be redesigned to meet the needs of a population with changing demographics? How do the sociocultural influences of violence, substance abuse, poverty, and homelessness affect mental health care service provision? What about preventive health care and the inequity in service provision for people with mental illness? The topics are relevant to all readers, and this section emphasizes that the answers to these questions need to be resolved by both health care providers and recipients.

The next section (pp. 19-54 and pp. 89-96) of the book describes programs in four states where "therapists are forging new partnerships with consumers, other disciplines and advocacy groups" (pp. 20-21) to promote change in the health care systems that provide mental health services. Examples of programs from Kentucky, Wisconsin, California, and New York are described. After reading about the programs in these chapters, one can see that inclusion of the client and her/his family in all aspects of health care is critical for the survival of health care practitioners in the "New Frontier."

"Involving clients in all aspects of planning, including clinical decision making, programme development and evaluation and research must become a priority in order that occupational therapy remain meaningful to clients" (p. 38). In addition, one New York program involves clients in projects that have an impact on local state and national politics.

The next section of the book (pp. 55-88), "Dialogues with Consumers," is written by people with labels of mental illness who provide their perspective on a variety of topics including stigma, labeling, the treatment experience, concerns about over medication, and when to disclose one's disability to an employer. One of the authors in this section, Auslander, challenges readers to consider what might happen if power really were to become equalized between health care providers and their clients. The word "consumer" is questioned when it comes to patients with mental illness because consumers have a choice, whereas "no one chooses a psychiatric label" (p. 69). It is content like this, I think, that makes this book valuable not only for OT practitioners and students and educators of Disability Studies, but for anyone who is considering working in the field of mental health care. Often students who enter these areas of study have never thought about these types of issues. I know I had not as an OT student and new OT practitioner.

The final section of the book (pp. 97-165) describes technology and current and future education and practice. Although much of this section relates to occupational therapy education and fieldwork, there is valuable information here for educators and students of Disability Studies. The student descriptions of their experiences in psychosocial fieldwork settings can help to counteract some of the negative stereotypes and the stigma that may keep others from entering into working relationships with people with mental illness. Educators and students who participate in "fieldwork" education may benefit from Scott's chapter on "Learning Contracts and the Use of Goal Attainment Scaling" for assessing attitudinal and affective aspects of these educational experiences. I recommend this book to students, educators, and practitioners who want to hear what clinicians, consumers, and students have to say about taking mental health care into "New Frontiers."

Smith, Tom E.C., and Patton, James R. *Section 504 and the Public Schools: A Practical Guide for Determining Eligibility, Developing Accommodation Plans, and*

Documenting Compliance. Austin, TX: Pro-Ed, 1998, 112 pages (plus 25 Eligibility Documentation Forms), $24.00 softcover.

Reviewed by Charles Goldman, formerly General Counsel of the Federal Architectural Transportation Barriers Compliance Board, a Washington, DC, attorney, specializing in disability rights. He is also the author of the *Disability Rights Guide*.

This is a basic book that is affordable for most advocacy organizations. It is a good, reasonable book that would have been more pertinent twenty years ago. There is good information in this thin book, but there are significant limitations and omissions.

This book can help staff, especially new staff, and students grasp the issues related to Section 504 of the Rehabilitation Act. The charts and work sheets can be good intake tools. The chapter on developing plans is welcome. The procedural safeguards are well written, containing practical hints, such as the need for documentation of phone calls. However, the Hearing Preparation checklist in the same chapter would have been better replaced with a checklist on how to hire a special education attorney. Likewise, the litigation list and the end of the school-related requirements is woefully incomplete, missing some of the major cases.

The authors only touch briefly on school employment-related issues, and they do not address school discipline issues, including safe schools. The issue of discipline and disability is a special one that no tome on the subject of schools should miss. Employment in schools is critical, too. Yet, it rated only an eleven-line paragraph.

This book does not mention the Americans with Disabilities Act, which has the same requirements as Section 504 and a wider scope of application. It applies to the private schools under Title III of ADA as well as public schools under Title II. Had this book appeared after the Section 504 rules were issued in 1977 or even a few years later, it would be understandable to focus on the public schools and not to mention the private ones. But, to be complete, any book after 1990 must address the ADA, if only to show what it does not cover. Awareness of legal rights in the past decade - especially among consumers - came from the ADA, not Section 504. Moreover, there is an increasing (some would say disturbing) trend towards private schools in certain cities. This omission of the ADA is most disappointing.

Finally, I was surprised to see absolutely nothing about the authors and their backgrounds.

This book has limited value for advocacy organizations.

Swanson, H. Lee, Hoskyn, M., and Lee, Carole. *Interventions for Students with Learning Disabilities: A Meta-Analysis of Treatment Outcomes*. New York, NY: The Guilford Press, 1999, 728 pages, $75.00 hardcover.

Reviewed by Venta Kabzems, Assistant Principal (Learning Disabilities Program), Edmonton Public Schools, Edmonton, AB, Canada.

Instructional practices drawn from scientific or empirical research on intervention outcomes for students considered to be learning disabled are scarce. As there is no simple relationship between the reviewer and the reviewed, research which is funded and that which is not, both good and bad papers will get published somewhere. In the last 25 years, the published literature would have us believe that there are few, if any, intervention failures. This fact raises the question, "Can teachers, parents, and other professionals working with these students believe the results published in the journals?"

Swanson and his co-authors have attempted to address this question with a truly comprehensive review of 30 years of published research for students with learning disabilities taken from the major educational and medical data bases as well as from some lesser used sources. The first chapter provides a history of the educational treatment of students considered to be learning disabled and includes a review of the current conceptual models. The current models are considered to be information processing, specific processes such as phonological coding and working memory, and metacognitive strategies. For those who are new to the field, the book is technical, detailed, and makes no apologies for using a thorough analysis of the past in attempting to avoid a repetition of design and statistical errors in future research.

This comprehensive, grinding work was commenced in response to queries about best educational practices for students with a variety of specific learning disabilities.

Unfortunately, the reader needs to be familiar with research methods, and, therefore, the book would not likely appeal to non-specialised teachers or other front line interventionists who are frequently faced with the parental question, "What's best for my child?" Teachers and para-professionals who deliver the direct intervention often lack the depth of theoretical and statistical knowledge to make use of the information contained in this excellent resource. Frustration with student progress does not usually result in a thorough review and questioning of teaching or classroom management practices, including the theoretical foundations of an instructional method, nor in a review of refereed publications. Rather, personnel tend to resort to an Internet search, a parent testimonial, or an educational infomercial.

Why should one invest the time to read this tome? One reason is that improved understanding has the potential to promote professionalism. The authors underscore the point that there is no single cure, no magic bullet, no technique that, if applied, will guarantee academic success. Rather, knowledge of a range of strategies and their interaction with student variables points the way to designing better interventions that will academically benefit students.

The book is divided into six chapters. The authors allow short cutting by indicating in the introduction that a detailed analysis of the results is available in Chapter 5, and Instructional Implications are outlined in Chapter 6. What is truly fascinating is the listing of studies that met the criteria for inclusion in the meta-analysis and the listing of those that did not meet the criteria for inclusion, including many studies by researchers familiar to the current reviewer. The appendices include a useful listing of the studies by author and category of dependent measure, year of publication, and the mean effect based on post test scores, in addition to 325 pages devoted to brief descriptions of studies included in the analyses.

Statistically, Swansen and his colleagues strove to avoid the pitfalls they noted in the work of others. They rejected narrative reviews of instructional research on learning disabilities if they could not provide additional supporting measures of change. The authors review in detail the methods they used to conduct the meta-analysis. With reference to the studies included in their analysis, it is interesting to examine the selection and coding criteria, particularly if one is familiar with a particular study. The authors coded some 300 variables related to intervention research and included about 300 studies that met their criteria after a review of over 900 studies. Thankfully, for the reader, they distilled their findings into seven highlights.

Chapters 5 and 6 of the reviewer's copy are well marked with several colors of highlighter and extensive margin notes. Specific methods, certain conditions, and attention to student variables that point to higher success rates are shown to have powerful mean effects. There is substantial material for professional reflection as well as information to support the development of improved educational interventions for students with learning disabilities.

This book is highly recommended as a resource for teachers, program administrators, and teacher educators who are able to tackle the ins and outs of research design and who believe that empirically-based instruction is important.

Treichler, Paula A., Cartwright, Lisa, and Penley, Constance, eds. *The Visible Woman: Imaging Technologies, Gender, and Science*. New York, NY: New York University Press, 1998, 408 pages, $18.95 softcover.

Reviewed by Amy L. Terstriep, Assistant Professor of Anthropology, Albion College, Albion, MI.

This collection examines medical and scientific technologies and their claims of making the body visible and knowable in an abstract and natural way. As the editors note, technologies such as X-ray and MRI "claim to make 'the natural' newly visible, yet they simultaneously reinforce what we have already learned to see . . . visibility is itself a claim that must be carefully examined" (pp. 2-3). While the editors focus on the female body in the introduction, the articles in *The Visible Woman* are widely applicable not only in women's health studies, but also in medical anthropology and sociology, science and technology studies, and Disability Studies.

The Visible Woman reflects on three paradoxes of the notion of visibility. First, while new technologies allow us to see the body in new ways, our insights are still shaped by existing cultural and power structures. Second, although the focus on women's health arose from

feminist politics and activism, especially reproductive rights, the emerging women's health field is largely devoid of this historical backdrop. The third series of chapters scrutinizes the power struggles in science and medicine to define and reify health issues and to control developing technologies. The book presents issues such as the social power of science and medicine, defining normality, the construction of bodies, and the ability of technologies to make visible the "natural" body.

In the first section, Lisa Cartwright's chapter, "A Cultural Anatomy of the Visible Human Project," questions the National Library of Medicine's notion that a normal human body could be selected and made visible. Her discussion involves the idea of a "normal" body and focuses on the difficulty the Library had in selecting a female for the project. Similar issues of disparity in viewing the female body as normal in health discourse are analyzed by Anne Eckman in "Beyond 'The Yentl Syndrome.'" The absence of women, especially women as "normal," from medical discourse has many parallels to the omission of people with disabilities from medical discourse, making these chapters especially interesting. Also in this section, Paula Treichler and Catherine Warren look at the AIDS epidemic and the relative silence of feminism during it. Especially useful for Disability Studies is the notion of defining the "we" in human rights struggles.

The second section of the book looks at specific technologies and focuses more on those applied to women's health issues, such as fetal photography, abortion, and laser treatments for endometriosis. Several of these discussions are pertinent to the construction of "humanizing technologies" (p. 172), such as cochlear implants.

The most direct reference to disability comes in the third section of the book. Michael Berube and Janet Lyon write about their experiences as parents of a child who has Down syndrome. They critique several texts they have found useful and relate their encounters in medicine and education as they became advocates for their child. Richard Cone and Emily Martin analyze the rising incidence of allergies and asthma, and they show how anthropology can work in conjunction with biology to ask new questions. Their work has resulted in novel treatments for allergies.

These papers, along with others on transsexuals and multiple chemical sensitivity disorders, remind us that ideas of the "normal" and "natural" in science and medicine need to be questioned, especially as medicine seeks to keep social power by defining disorders and using newly developed technologies.

While most of these authors do not write about disability directly, this volume has much to offer readers interested in science and technology and constructs of the body, especially the "normal" body. Several of the chapters take a critical look at movies as representative of cultural and institutional belief systems. These chapters are less illustrative if you have not seen the films being referenced, and I, admittedly, had not seen any of the films discussed in these chapters, making their arguments less powerful for me. Overall, however, the chapters show originality of thought, and I found this volume helped me to look at issues of disability in new ways.

Tucker, Bonnie Poitras. *The Feel of Silence*. Philadelphia, PA: Temple University Press, 1995, 232 pages, $44.95 hardcover, $19.95 softcover.

Reviewed by Bonnie Gracer, Baltimore Hebrew University

"Is it possible to succeed too well?" Thus asks Bonnie Tucker in her epilogue to *The Feel of Silence*. It is a question that accompanied me throughout her book. And it is an important question for those of us with disabilities who strive (or have strived) to be "normal," not to need anything "special," and, most certainly, not to cause any "trouble."

Tucker's journey is painfully familiar: life as a deaf person who knows no other deaf people and does not know sign language. Fiercely independent, and with a husband who "with my acquiescence insisted that no concessions be made for my deafness," Tucker allows her children to be taught "to proceed with all conversations without thinking about whether [she] was able to follow" (p. 88).

Tucker's life is my worst nightmare. She "succeeds" so well orally that others do not know or believe she is deaf. While, perhaps, trying to champion the cause of oralism, the lone-

liness, anxiety, and frustration Tucker expresses instead push one to question the merits of an exclusively oral life. As Fred Hafferty notes in his excellent forward, "The line between inspiration and expectation is both narrow and treacherous" (p. xv).

The book is filled with absolute gems describing life without sound. Unfortunately, finding the gems requires sifting through pages of detail as Tucker recounts her life journey from child to adult, young mother to grandmother, student to teacher. The pace of the book picks up as Tucker recounts her law school days. It is here that the book and, perhaps, she become more clearly focussed on deafness.

Tucker's journey is extraordinary. The woman who wanted no accommodations becomes a disability rights lawyer. She continues to keep sign language outside of her repertoire, but she gracefully acknowledges that every deaf person should have the right to choose his or her preferred mode of communication. Indeed, we all choose our own life path. Choose carefully.

Van Dijck, Jose. *Imagenation: Popular Images of Genetics.* New York, NY: New York University Press, 1998, 245 pages, $18.50 softcover.

Reviewed by Beth Haller, Towson University.

The most important aspect for readers of DSQ to know about the book *Imagenation* is that it never mentions disability. Literature professor Jose Van Dijck focuses her book on the wide array of public images of genetics and how they have changed since the 1950s. She looks at all forms of popular media from news magazines' coverage of the discovery of the double helix to science fiction to press releases.

Surely, I thought, the historical implications and impact of the genetics step parent, eugenics, would allow her to analyze the images of this very controversial use of genetics knowledge. However, she has only about six mentions of eugenics in the entire book.

I realize that her focus is on the cultural representations of what has been deemed the "scientific progress" of understanding genetic structures. But not to consider truly the images of the dark side of genetics, eugenics, misses half the story. She explains, however, the underlying reason why her book's focus is genetic representations, with little mention of eugenics.

Van Dijck argues that genetics introduced new images and new metaphors about itself to distance its endeavors from the evil past of eugenics. In her analysis of a Newsweek article about genetics, she says that, by using words such as genetic "alterations," which take place in laboratories, writers about science characterize genetics as a biological process, rather than the destruction of actual babies with "defective" genetic codes. "Genetics is once again rhetorically separated from its tainted precursor eugenics," she writes (p. 38).

The focus of her book away from disability may be influenced by the cultural status of people with disabilities in the country where she lives, The Netherlands. That country sanctions physician-assisted suicides and euthanasia, in many cases, for infants with disabilities.

Van Dijck's book gives no indication of her stance on this issue, primarily because she views her analysis as one of the representations of science, not as images of the impact of this science on people with disabilities.

However, it is interesting to note that she talks in her introduction about the controversy always surrounding genetics, calling it a "continuous site of contestation" (p. 3). She says, "Since time immemorial, the potential of human intervention in the course of evolution has elicited profound fears as well as hopes" (p. 2). I would argue that much of the controversy and contestation actually come from the notion that genetic discoveries will create a modern eugenics program to eliminate many people with disabilities. But that perspective is completely missing from this book.

The best aspect of this book is what it inspires, rather than what it actually delivers. I quickly had the idea for a disability reading of many popular culture images of genetics, which would give us fascinating insights into the quest of scientists for perfect bodies, perfect genetic structures, and perfect humans. A disability reading also could have investigated the difference between physical diversity among humans and people seen as "mutants" and defectives who need to be "fixed" by genetic scientists.

Unfortunately, none of those analyses are in this book.

Video Clips

Mierendorf, Michael (Writer/Producer/Director). *Without Pity: A Film About Abilities* [video]. Cicero, NY: Program Development Associates (5620 Business Ave., Suite B, Cicero, NY 103039, 1-800-543-2119), 1996, 55 minutes, $129.00 purchase.

Reviewed by Janet Catherine White, woman with a disability, Activist, Peer Councilor.

Anyone who has read Joseph Shapiro's Book, *No Pity* (1993, Times Books), will be disappointed in this video. There are several places in the video that could have been used to point out some of the basic flaws in our society, one of the flaws being that society at large is not committed to making sure children and adults with disabilities have a right to equal participation in society. Shapiro tells us that Paul Longmore, for instance, once burned a biography he had written on the life of George Washington outside a Social Security Building. Publishing his book would have meant the loss of his Social Security check ($575/month) and his health coverage. His ventilator alone cost $20,000 a year, far more than he hoped to earn from his book over time. The narrator does say that many people with disabilities will live in poverty, and we see it in some of the scenes, but he never says why.

The narrator is a disappointment in other ways. He has little inflection in his voice. The monotony wears on you after watching the video several times. Also, to use a celebrity to narrate a video in which he never acknowledges his own disability is disheartening. The way he speaks over people with speech impairments shows little respect, and to speak of the institutionalization of people with disabilities, likening it to the internment camps of Germany, and then panning people in an institution, calling them "those people," hits the same nerve. The older man, Frank McComb, Jr., who was institutionalized as a young man for acting out when people made fun of him, showed just how powerless we can be.

We see many times how precarious our independence is. It may mean a family member coming forward to offer care, or getting by with a service provider who has too few hours allotted to give the care needed for the person with a disability to truly participate in society. Participant Directed Attendant Care is not mentioned at all. No mention is made of inaccessible entrances even though the ADA had been fully implemented for four years. Technology is another concern. All too often, parents or people with disabilities have to go in search of what is available, as opposed to a service provider suggesting it.

Given all that *Without Pity* leaves out, I would rate it a fair teaching tool. If you are new to the field, you are not going to pick up on the things alluded to pictorially. If you just want to introduce the student to some interesting people who happen to have disabilities, then it has some merit. It introduces us to good vignettes of real people with disabilities. They show us varying abilities and difficulties; they are living their lives. The adults are living productive lives, and the children show an aptitude that they, too, in their time will lead fulfilled lives. In this sense, the video does what it says it will.

McGillin, Lynn, and Kraft-Finer, Cynthia (Producers). *Not Just Surviving: Women Living a Full Life with a Spinal Cord Injury* [video]. Boston, MA: Fanlight Productions (4196 Washington St., Boston, MA 02131, 1-800-937-4113), 1998, 40 minutes, $145.00 purchase, $50.00/day rental.

Reviewed by Susan Prokop, Associate Advocacy Director, Paralyzed Veterans of America, and Nancy Starnes, Executive Director, Paralysis Society of America.

This video features four women talking about their experiences with spinal cord injury. The U.S. female population with spinal cord injury is estimated to be between 46,000 and 80,000. Along with other pieces such as *Women and Disabilities: The Path Less Travelled*, produced by the New Jersey Coalition on Women and Disabilities, this video is a positive sign of growing interest in a heretofore underserved population.

The forty-minute film covers many benchmarks in a woman's life, from menstruation, sex, and contraception to pregnancy, parenting, and menopause, and the impact spinal cord injury has on each of these aspects. Challenges described by the participants include the increased vigilance required during child-bearing in terms of pressure sores and urinary tract

infections, and concerns over hygiene and spasticity during a woman's menstrual cycle. Although the production is stiff at times, the information conveyed by the women is valid and could provide a springboard for further study and discussion.

Nancy Starnes, one of the co-reviewers of this film, is a member of the "statistical pool" cited above. For her, the film prompted the question: "Who can I call to get more information on these topics?" The video jacket includes some additional resources, but she noted the absence from that list of a valuable, targeted information source such as *Bridging the Gap: A National Directory of Services for Women and Girls with Disabilities* (1990, Educational Equity Concepts, Incorporated, 114 E. 32nd St., Suite 701, New York, NY 10016). She also noted that there is a website for women with disabilities <www.4woman.gov> that should be included on any listing of where to go for help.

Starnes believes there is "so much more that needs to be done to spur teaching and learning about women with disabilities," suggesting that future films might cover young girls with disabilities, domestic violence, and give more in-depth information on health. Overall, however, the film conveys an upbeat message in the words and images of these women: that SCI need not stop someone from working, travelling, setting goals, having dreams, loving, and living.

McGillin, Lynn, and Kraft-Fine, Cynthia (Producers). *Not Just Surviving: Women Living a Full Life with a Spinal Cord Injury* [video]. Boston, MA: Fanlight Productions (4196 Washington Street, Boston, MA 02131, 1-800-937-4113), 1998, 40 minutes, $145.00 purchase, $50.00/day rental.

Reviewed by Katherine Martin, Masters in Occupational Therapy Student, Lewiston-Auburn College of the University of Southern Maine.

This video reaches out to women who live with spinal cord injuries. Although this was the intended audience, this video could be informative for anyone who is close to a woman with a spinal cord injury. Since only 20% of spinal cord injuries occur in women, it may be difficult to find information about what life is like as a woman with this disability. If one is looking for in-depth scientific information, then this video would not be the one to watch. What is offered, however, is a variety of real-life accounts of practical and personal issues specific to women with spinal cord injury.

Issues that face women such as appearance, sexuality, menstruation, pregnancy, parenting, and leisure are discussed in a candid and informal setting. I was surprised at first at this particular set-up, and it took a few minutes to adjust to a documentary based on what felt like four women talking over coffee. While each woman's account of the particular topic seemed to be short, a variety of experiences was offered to the audience.

What I found to be very interesting were the different experiences in rehabilitation. Kathy, the oldest of the four women, is a retired school teacher. Her injury occurred a number of years ago when she was a single parent with two young children. Kathy described how much she valued her appearance at that point in her life, and how it worked as an effective motivator within rehabilitation. For instance, she explained that, since she liked the way she set her hair better than when anyone else did it, she was motivated to do arm exercises. Quickly, she was able to lift her arms and do her own hair.

The other three women, who are younger than Kathy - and therefore in rehab at a different time - did not share the same experience regarding their rehabilitation. While they had their own goals in mind, their recollection of rehab was very different. They remember a busy, structured schedule, with no time even to consider tending to their appearance. As one woman described, she was rushed from one appointment to the next; even if she had wanted to put on make up or do her hair, her busy schedule would have been unlikely to allow for it. This is a good reminder of how health care has changed. Are inpatients in rehab learning how to reach the goals that are important to them, or ones that are important to someone else?

This video is beneficial to anyone who wants to hear personal accounts from women with spinal cord injuries. While discussion about their return to work is not included, most other important topics pertinent to women are covered. Above all else, what the viewer will be left with is the knowledge that spinal cord injuries result in different issues for different

women. As with every woman with or without a disability, your body will continue to change. Learning to trust your body as well as your own instincts will become the most important tool in maintaining a healthy and active lifestyle.

Vander, Kathryn (Producer/Director), and Prusak, John (Producer). *Walk This Way* [video]. Boston, MA: Fanlight Productions (4196 Washington St., Boston, MA 02131, 1-800-937-4113), 1998, 25 minutes, $195.00 purchase, $50.00/day rental.

Reviewed by Heather Peterson, M.A., Edinboro University of Pennsylvania.

This video is an extremely positive look at the life of a man living with a disability. Ron Bachman refuses to be known as "the man with no legs." He is Ron Bachman, always has been, and always will be. He has the upbeat attitude that he can do anything he desires; he just does it a little differently than everyone else. His philosophy of "You walk that way, and I walk this way" explains it all.

This is not a video that focuses on the "challenges and struggles" of a disabled man. Rather, it focuses on a man who is determined to experience life to its fullest. This includes everything from meeting and making friends with rock and roll stars to raising a teenage daughter by himself. All of this is done with a smile and a laugh. There is not one ounce of the "poor little crippled boy" syndrome in this video. This is a wonderful film that truly focuses on the person, not on the disability.

This film would be very well suited for those who have misconceptions about people with disabilities or those who have never interacted with a disabled person. This video would be very helpful in teaching students that being disabled does not have to slow a person down. Ron Bachman is now a public speaker who helps to explain to school children that, just because a person is different, it does not mean that he or she does not have feelings. Disabled people have the same hopes, dreams, and fears as the rest of the world. This film does a wonderful job of showing that in a very positive way, one that is not condescending.

Vander, Kathryn (Producer/Director), and Prusak, John (Producer). *Walk This Way* [video]. Boston, MA: Fanlight Productions (4196 Washington Street, Boston, MA 02131, 1-800-937-4113), 1998, 25 minutes, $195.00 purchase, $50.00/day rental.

Reviewed by Jane Erickson, Masters in Occupational Therapy Student, Lewiston-Auburn College of the University of Southern Maine.

This video is about "a man who refuses to be handicapped by his disability." I would go so far as to say Ron Bachman does not have a disability; he simply has no legs. More importantly, he is a likable, personable human. Without being "sappy," the film inspires us to appreciate differences and teaches us that, with support and open attitudes, most people can do anything they want to do.

Walk This Way opens with a clip from a documentary made in 1961 showing Ron at age four walking on his hands, while his legs, which were useless at the time due to a congenital condition, dangled off to his sides. The starkness of the dry male voice describing Ron's condition is betrayed by the smile on the young boy's face.

Ron, now approaching age 40, wore prostheses during his years in school, but only during school hours. He refers to the years of therapy as part of "their plan" to get him "up there with rest of you guys." After getting through school, Ron decided he did not have to try to be like everyone else and stopped using the prostheses. He now walks on his hands or uses a scooter to get around. To the surprise of some, Ron tells us, he also drives a car and a three-wheeled motorcycle.

Perhaps the most intriguing part of this video and of Ron's life, particularly from a younger viewer's perspective, is his relationship with Steven Tyler of Aerosmith. The description of their first meeting and their lasting friendship would reflect a dream come true for many young people of the rock music era. Couple that with Ron's popularity with the girls, and witness how one's spirit and outlook can make all the difference in one's life.

It is only recently that Ron has begun to speak publicly about his "disability." Before now, he felt that he was not ready; he did not want to be "known as the man with no legs." Now, Ron visits school children in an effort to teach them how to be respectful of people who

are different than they are. He seems to have always been comfortable with himself, and now it is to our benefit that he is comfortable sharing himself with us.

Journal Entries

The Journal of Religion, Disability, and Health [journal]. Binghamton, NY: The Haworth Press, Inc., quarterly, $36.00 individuals, $48.00 institutions, $105.00 libraries.

Reviewed by J. Eric Pridmore, Ph.D. Candidate in the Sociology of Religion, Drew University, Madison, NJ.

This is a journal about which I have known since it began in 1994. Although it has appeared to be on the brink of extinction in recent years, it has finally found new life as of the Volume 3, Number 2, issue. With its re-birth, this scholarly journal has re-dedicated its attention to the investigation of the spiritual and religious aspects of disability and impairment. More specifically, the editors state that, through this journal, they seek to affirm the dignity and value of all people with disabilities, to illustrate how "professionals" can incorporate religion and spirituality into their work with disabled people, to reflect on the transformational power of being with a person with a disability, and to bridge the clinical and pastoral aspects of being with and caring about individuals with disabling conditions.

In general, the journal has published a wide variety of articles, including a pastoral letter by Pope John Paul II, a speech by former U.S. Attorney General Dick Thornburgh, and spiritual reflections by individuals with disabilities who are not in the academic or professional arenas. The journal also offers reviews of books, videos, and resources applicable to religion and disability.

My biggest criticism of this journal is that, too often, it makes the person with a disability "other." While it is true that being with people with disabilities can have a transformative effect on one's life, it is also true that this same transformational experience can happen in the presence of a wide variety of individuals - not just those with disabilities. But, by specifically focusing in this way on disabled people, it seems to create the notion that disabled individuals are somehow closer to God and/or more divine. In other words, not normal. In addition, this notion of "other" exhibited in the journal is exacerbated by a concentration on the "professionals" who work with and care for disabled people. Although the work of these individuals, undeniably, is crucial, the focus given to them seems based in a medical, patriarchal approach to disability.

In spite of these criticisms, I find this journal, particularly under its new editorship, to be a significant contribution to the Disability Studies discipline. In addition, this journal fills an important role by initiating some needed dialogue in the religious and theological disciplines related to the issue of disability. Far too often, religion and spirituality are left out of our social scientific and philosophical investigations into disability. And far too many people in the religious and theological community are unaware of disability issues. This journal is an excellent example of just how valuable religious and theological analysis are within Disability Studies. I highly recommend this journal to anyone interested in disability.